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ABSTRACT

This report describes a study undertaken to identify the salaries and related characteristics of school library administrative personnel in Kansas during 1978-1979. Information was gathered through a survey questionnaire sent to 24 persons who were designated as full-time school library media directors (SLMDs). Seventeen SLMDs responded, supplying data on their annual salaries, monthly salaries, years employed as SLMDs, educational attainment, school district enrollment, certification, and other details. The report reviews related literature on the compensation of administrative and supervisory personnel, describes the survey methodology, and presents findings, interpretations, conclusions, and recommendations. A bibliography lists relevant ERIC documents, books, dissertations, and theses. Data are displayed in tabular form, and a copy of the survey questionnaire is provided. (FM)

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SALARIES AND RELATED INFORMATION FOR
KANSAS SCHOOL LIBRARY MEDIA DIRECTORS IN 1978-1979

U.S. DEPARTMENT OF HEALTH
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A Research Problem

Presented to

Dr. Grover H. Baldwin

Pittsburg State University

In Partial Fulfillment

of the Requirements for the Degree

Education Specialist

by

Mary Jo Reed

July 1980

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CHAPTER I

INTRODUCTION

Determining the proper place in the district's salary scale for technical specialists is one of the more gnawing problems. The only two guidelines available to administrators in this decision are the practices of other districts and the 'what the traffic will bear' method.¹

W. C. Sorenson mentions three criteria for determining the relative remuneration of supervisory and administrative personnel within a district: 1) responsibility the administrator must assume; 2) the skills he must have developed prior to accepting the position; 3) and, as Fensch says above, supply and demand (How numerous are persons who could occupy this position? How difficult would he be to replace?).²

Supervisors across the country are learning, to their dismay, "that they are tending to gain less than teachers in economic matters dealing with salaries and fringe benefits".³

The power struggle resulting from negotiations in too many local school districts has resulted in dividing people into two camps - teachers versus the board.

¹Edwin A. Fensch and Robert E. Wilson, The Superintendency Team, (Columbus, Ohio: Charles E. Merrill, 1964), p. 124.

²School Executive's Guide, (Englewood Cliffs, New Jersey: Prentice-Hall, 1964), p. 166.

³Association for Supervision and Curriculum Development, The Supervisor's Role in Negotiation, (Washington, D.C.: National Education Association, 1969), p. 4.

Supervisors are in the middle. Their success is dependent on working effectively with both groups. Choosing sides would not represent a positive contribution nor would such a choice enable them to carry out their responsibilities properly.⁴

The supervisors' lack of involvement in the negotiations process has also resulted in disproportionate economic growth for supervisors.⁵ In most settings, middle management people have not gained as much as teachers in regard to salary increases, fringe benefits, and job security. No legal channel is provided through which supervisors can speak about their financial welfare concerns. In many districts, the result has been that, due to a shortage of funds following teacher negotiations, supervisors are given less money than teachers on a proportional basis.⁶

In the school system, a unified program of library service is an economic saving for the community, as its use strengthens the educational philosophy of the school. The librarian in charge of the entire library program ranks as an important member of society and in the upper level of school positions.⁷

The idea of district coordination of school libraries received recommendations in School Libraries for Today and Tomorrow

⁴Ibid., p. 14.

⁵Ibid.

⁶Ibid., pp. 14-15.

⁷LaVerne Carroll, "The School Library Supervisor Position Gains Status" in Administrative Technique for the School Library Supervisor, (Norman, Oklahoma: University of Oklahoma School of Library Science, 1967), p. 3.

which stated:

The library of each individual school may be an independent unit, but a coordinated program of school library service with supervision and central organization for all the schools in any administrative unit constitutes a more efficient arrangement.⁸

By 1960, the Standards for School Library Programs pointed out that, "A functional program of school library supervision coordinates school library services, facilitates organizational procedures, and helps schools to reach optimum standards for their libraries."⁹

Again, decision making and planning are essential where salaries are concerned, but Castetter states:

One of the interesting practices to which many school boards have adhered until recently is avoidance of formal or systematic pay plans for administrative . . . personnel.¹⁰

Castetter, in The Personnel Function in Educational Administration, has this to say:

The absence of a sound compensation plan creates human problems which defy easy resolution. Because the size of a man's paycheck is related to the satisfaction of both his economic and non-economic needs, the process by which remuneration in a school system is determined is of crucial significance in its ability to implement an effective manpower plan.¹¹

⁸American Library Association, Committee on Post-War Planning, School Libraries for Today and Tomorrow, (Chicago: ALA, 1945, cited by M. Laughlin, Administrative Technique for the School Library Supervisor, Norman, Oklahoma: University of Oklahoma School of Library Science, 1967), p. 3.

⁹American Association of School Librarians, Standards for School Library Programs, (Chicago: ALA, 1960), p. 42.

¹⁰William B. Castetter, The Personnel Function in Educational Administration, (New York: Macmillan, 1971), p. 146.

¹¹William B. Castetter, The Personnel Function in Educational Administration, 2nd ed., (New York: Macmillan, 1976), p. 340.

Up-to-date information is not available in Kansas for the school library media directors' salaries and related information. A reference to the salaries and related information for Kansas school library media directors is available for 1971-1972 and for 1975-1976.^{12,13}

One outcome of the study would be to have information available relative to salaries for SLMDs in Kansas to give some concrete up-to-date information to help boards of education and superintendents in decision making concerning establishment of initial salaries for new SLMDs and to see how existing salaries compare.

The outcome of this study will initiate information-gathering procedures that can aid school superintendents and boards of education in establishing valid and relatively objective salary schedules, fringe benefits and working conditions for SLMDs.

The purpose of this study was to make this information available for 1978-1979 and to establish a procedure for gathering this information in subsequent years.

Goals and Objectives of This Study

The original goal and objective of this study was to gather and synthesize information regarding the Kansas SLMDs during 1978-1979. The information was to include but not be limited to, salary, district enrollment, experience and educational level attained. Another goal

¹²M. Sullivan, Kansas Guidelines for the Supervision of School Library Media Programs, (Emporia, Kansas: Kansas State Teachers College, 1972), pp. 14-15.

¹³M. Sullivan, Kansas Guidelines for the Supervision of School Library Media Programs, rev. ed., (Topeka: Kansas State Department of Education, 1976), p. 8.

was to initiate a procedure for building a base of information over a period of time to facilitate decision making. As a start, the model used was that used for superintendents by the Kansas Association of School Boards.

A third goal was to explore in the literature to find criteria for decisions regarding these salaries that might be worth serious consideration as models for an equitable salary system for the administrator and supervisor, of a school district, into which the salary schedule for a SLMD must be satisfactorily integrated.

Definition of Terms

School Library Media Director: Requirements: a master's degree, with a minimum of twenty-four graduate hours of library media education and an administrator's certificate or administrative endorsement (nine semester hours in administration); A contract for a minimum of 220 days; have five or more years of successful school experience which includes time spent both as a classroom teacher and as a media specialist in a school library media center;¹⁴ directs five or more attendance centers.¹⁵ For purposes of discussion in the sections on remuneration, the SLMD shall be considered an "administrator".

Salary: (School administration) the total amount regularly paid or stipulated to be paid to an individual, before deductions, for personal services rendered while on the payroll of the school district.¹⁶

¹⁴Ibid., p. 1.

¹⁵American Association of School Librarians, Standards for School Library Programs, (Chicago: ALA, 1960), p. 42.

¹⁶Carter V. Good, Dictionary of Education, 3rd ed., (New York: McGraw Hill, 1973), p. 505.

Supervisor: The professional person responsible for the promotion, development, maintenance, and improvement of instruction in a given field.¹⁷

Coordinator: A title or designation used for a variety of school district central office positions carrying largely staff rather than line responsibilities but involving supervisory and/or administrative functions usually encompassing more than one specific area of activity.¹⁸

Enrollment: (in schools under the college or university level) the total of all the different pupils who are registered in a school district . . .¹⁹

Full-Time Equivalency: The amount of time spent or required in a less than full-time activity divided by the amount of time normally spent or required in a corresponding full-time activity during the regular school term. Usually expressed as a decimal fraction to the nearest tenth.²⁰

Administrator, Educational: Any educational official responsible for the management or direction of an educational establishment or system or an administrative unit of it; typically includes such officers as college presidents, deans, school superintendents and principals.²¹

Administrative Control: 1) The exercise of authority in managing, directing, and administering affairs of an educational institution or system . . . 3) The cumulative decisions and actions of a governing body of a school or system.²²

¹⁷Ibid., p. 574.

¹⁸Ibid., p. 139.

¹⁹Ibid., p. 213.

²⁰Ibid., p. 253.

²¹Carter V. Good, Dictionary of Education, 2nd ed., (New York: McGraw Hill, 1959), p. 15.

²²Ibid., p. 14.

Leadership: 1) The ability and readiness to inspire, guide, direct, or manage others; 2) The role of interpreter of the interests and objectives of a group, the group recognizing and accepting the interpreter as spokesman.²³

²³Ibid., p. 313.

CHAPTER II

REVIEW OF RELATED LITERATURE

The purpose of this chapter is to present findings from the literature concerning methods of compensation for school administrative and supervisory personnel in general. Various ideas regarding a description of the media director's job are also presented - as potentially important information to be used in fitting that job logically into a salary system for administrators.

The Compensation of Administrative and Supervisory Personnel

There are many questions to be kept in mind in formulating plans to assure economic satisfaction to administrative personnel.

1. Are the salaries commensurate with the kinds of staff members desired?
2. Are the salaries commensurate with duties and responsibilities administrators are asked to assume?
3. Have position guides been prepared to indicate the level of difficulty and responsibility of each administrative position?
4. Does the salary schedule for any administrative position exceed the maximum salary for any teacher?
5. Is the salary of the superintendent of schools substantial enough to offset the insecurity inherent in the position?
6. Does the salary plan reflect the board's intention to employ administrative leadership rather than managerial service?
7. Is the compensation plan for administrators objective enough to eliminate bargaining?
8. Does the plan provide for salary increases over a period of years upon evidence of satisfactory service?
9. Is the plan internally consistent and externally competitive?

10. Does the plan have safeguards to prevent favoring persons with long tenure rather than those who meet performance standards?¹

While keeping the preceding questions in mind, the following steps in building a compensation plan for administrators should be taken:

1. Determine the objectives which the plan is intended to meet.
2. Make provisions for evaluating the describing elements of each position, such as responsibility, level of difficulty, extent of decision making, and need for creative thinking.
3. Decide the relative importance of each administrative position in terms of position descriptions.
4. Establish salary ranges and increments for the several classes of positions.
5. Decide how the transition should be made from the old to the new schedule.
6. Make plans to evaluate the new plan periodically, to take into account changes in or creation of new positions, and adjustments which need to be made in administrative salaries as the master salary schedule for teacher increases.²

The literature contained renditions of a number of different salary schedule plans for administrators wherein common elements in the job descriptions are systematically listed and range weighted numerically, both within a given descriptive element (such as degree of responsibility as judged by the number of people supervised or number of students for which finally responsible) and for comparing one element with another (eg., responsibility versus preparation required). The major goal of such a plan is to have it be sufficiently objective and financially competitive that it will not leave a felt need, on the part of the administrators, for negotiating their personal salary.

¹W. B. Castetter, Administering the School Personnel Program, (New York: Macmillan, 1962), p. 153.

²Castetter, loc. cit., p. 155.

The following systematically weighted elements were found to be common among the plans studied: position guides or job descriptions, base pay, education required, etc.^{3,4,5}

Some school districts adhere to the assumption that the base pay for administrative personnel should be related in some way to the salary schedule of classroom teachers.^{6,7}

Currently, many school districts employ a ratio principle to determine administrative salaries. This means adding a percentage differential to administrators' salaries above the salaries paid to teachers in the same district. The following bases have been identified in the literature:

1. The highest salary paid to a teacher
2. The highest scheduled teacher's salary
3. Teacher's master's degree maximum
4. Teacher's bachelor's degree maximum
5. Salary that the administrator would earn on the teacher's schedule
6. Maximum of teacher class where administrator would belong
7. Average salary for classroom teachers
8. Regional average of maximum salaries for classroom teachers
9. Regional average of the base salaries for administrators⁸

³W. B. Castetter, The Personnel Function in Educational Administration, (New York: Macmillan, 1971), p. 149.

⁴W. B. Castetter, Administering the School Personnel Program, (New York: Macmillan, 1962), p. 144.

⁵Castetter, loc. cit., p. 156.

⁶"Trends in Administering Salaries", NEA Research Bulletin, 1970, Vol. 48, No. 1, pp. 7-10.

⁷W. B. Castetter, The Personnel Function in Educational Administration, p. 156.

⁸Ibid.

The National Association of Secondary School Principals Administrative Information Report issued in October, 1975, discussed trends in salary schedules for principals and assistant principals. At one time, nearly all such salary schedules were related to the schedules of the classroom teachers, but this report indicated that the practice was changing. For all schools included in the study, nearly two-thirds of the schedules were derived independently from schedules of classroom teachers and nearly three-fourths of large systems with enrollments of 25,000 or more were arrived at independently. Salaries tended to be higher in those school systems which derived a schedule independently from the classroom teachers' schedule,^{9,10} based on certain criteria, such as those discussed below.

The trend then seems to be clear. Salary schedules for administrators are with increasing frequency arrived at independently from those for classroom teachers.¹¹

The problem of determining such a salary schedule seems to be most frequently attacked by first determining a base or a floor for the schedule. The base may be related to the superintendent's salary, the average salary paid to superintendents of surrounding districts, or some arbitrary salary in a designated schedule. Of course, the base may be arrived at independently from any other schedule, or it may be determined on an individual basis after a subjective decision by the superintendent or school board.¹²

⁹National Association of Secondary School Principals. Constructing Salary Schedules for Principals and Assistant Principals Administrative Information Report. U.S. Educational Resources Information Center. ERIC Document ED 113 790, October, 1975.

¹⁰W. H. Kincaid. Constructing Different Salary Schedules for Administrators. U.S. Educational Resources Information Center. ERIC Document ED 119 354, February, 1976, p. 4.

¹¹Ibid.

¹²Ibid., p. 5.

• Some of the various approaches to establishing administrative salary structures are:

1. Position level approach
2. Senior high school principal's salary as a base
3. Formula approach-superintendent's salary as a base
4. Elementary assistant principal's salary as a base
5. Average of superintendents' salaries in neighboring districts as a base
6. Superintendent's salary as a base with increases dependent on performance assessment
7. Salaries of principals in neighboring districts as base
8. Consumer index approach^{13,14}

McDonnell completed a doctoral study at Rutgers University in 1975, dealing with role/position benefits of women in government and educational subdivisions. The hypotheses were:

1. For particular positions, as salaries and wages go up, the proportion of women holding them is lower. Material rewards, accruing to positions, are inversely related to female employment. In communities with large populations, where power and prestige will be additional attributes of the job, positions are male dominated.
2. When jobs are made available in the middle to top management, brackets of local organizational hierarchies and open to women, women will generally receive significantly less in income.
3. Collective bargaining agreements, under specific conditions, tend to reduce salary differentials for women in local New Jersey municipal and educational subdivisions.

¹³Ibid., pp. 5-7.

¹⁴Ibid.

* The finding concerning Hypothesis I was that there is a low job occupancy rate by women in most important positions. In both types of units studied as financial, remuneration escalates. There is also some evidence that an "attrition syndrome" exists in certain jobs. As salaries become more lucrative over a period of time, women are replaced by men. Where communities have large populations and typically pay better salaries, women are rarely employed in important positions.

The data gathered to support Hypothesis II indicated that in both municipalities and school districts, women receive differential salaries for essentially similar duties. As salaries rise, fewer women gain positions; but when they do, an ever-increasing salary gap occurs with females receiving the lesser amount.

The evidence gathered in support of Hypothesis III suggests that when women are members of active employee organizations and also members of recognized collective bargaining units, unfavorable salary arrangements, for women, fall because of the legal nature of the labor contract.¹⁵

In a study by Smith, a comparison of the average salaries of male and female administrators was made in relation to assignment, highest degree earned, and professional experience. In the group of 8,071 administrators, there were 6,701 (83 percent) males and 1,370 (17 percent) females. The general pattern was a preponderance of males employed with average salaries substantially higher than those of their female counterparts.¹⁶

¹⁵J. J. McDonnell, "The Employment of Women in Selected Positions in Local New Jersey Governmental and Educational Sub-Divisions: An Analysis of Women as Public Sector Employees in Terms of Salary Trends, Job Occupancy, and Membership in Collective Bargaining Units." (Doctoral dissertations, Rutgers University, The State University of New Jersey, 1975) Abstract 4798-A, Vol. 36.

¹⁶Gary R. Smith, Comparison of Average Salaries of Male and Female Administrators in Michigan Public Schools (1973-1974). U.S. Educational Resources Information Center. ERIC Document ED 116 356. September 15, 1975.

Most salaries of the SLMDs were included in the administrator scale and most SLMDs are women.

Why should SLMDs be considered administrators? When you look at the job descriptions of the SLMDs, the description calls for administrative, supervisory, and leadership responsibilities.

One final point on the matter of administrative salaries. Point systems, conversion factors, formulas, and rating schemes will not improve low salary levels. Quantification of job factors and qualifications, useful as it is, cannot be employed exclusively to decide the monetary worth of administrative posts. Numbers are aids to decision making. In the matter under consideration, they should be recognized as such. The concern at the moment is to raise salary levels to the point where they will secure executive talent needed in public education. Numbers not related in this concept generally lead to delusion rather than to problem solving.¹⁷

The School Library Media Director

The librarian in charge of a district's entire school library program ranks as an important member of society and in the upper level of school positions. This status is all the more noteworthy because of its recency.¹⁸

The history of centralized services for school libraries is a twentieth century one. By 1928, at least four cities had system-wide organization for school libraries.¹⁹

¹⁷W. B. Castetter, Administering the School Personnel Program, (New York: Macmillan, 1962), p. 155.

¹⁸LaVerne Carroll, "The School Library Supervisor Position Gains Status" in Administrative Technique for the School Library Supervisor, (Norman, Oklahoma: University of Oklahoma School of Library Science, 1967), p. 3.

¹⁹Papers and Proceedings of 49th Annual Meeting of ALA, Toronto, June 20-27, 1927, published with the Bulletin of ALA, Vol. 21, p. 402-403, cited in Laughlin, p. 3.

The idea of district coordination of school libraries received recommendations in School Libraries for Today and Tomorrow which stated:

The library of each individual school may be an independent unit, but a coordinated program of school library service with supervision and central organization for all the schools in any administrative unit constitutes a more efficient arrangement.²⁰

By 1960, the Standards for School Library Programs pointed out that "... a functional program of school library supervision coordinates school library services, facilitates organizational procedures, and helps schools to reach optimum standards for their libraries".²¹

If a head of the school libraries is hired, it is assumed that the superintendent either knows or wants a better library program. He may not know the potential of a good library program, but outside pressures or "discontent" may have led him to want one.²²

Lester Reed, Superintendent of the Norman, Oklahoma public school system stated:

The librarian supervisor must work with the administration in developing written policies. The librarian's (supervisor's) position in the school 'chain of command' should be defined. If the librarian (supervisor) is to fulfill his total role, he should not be under the curriculum director. Rather, they should have equal status and work together.²³

²⁰Carroll, loc. cit.

²¹American Association of School Librarians, Standards for School Library Programs, (Chicago: ALA, 1960), p. 42.

²²M. Sullivan, Kansas Guidelines for the Supervision of School Library Media Programs, (Emporia: Kansas State Teachers College, 1972), p. 1.

²³M. Laughlin, Administrative Technique for the School Library Supervisor, (Norman, Oklahoma: University of Oklahoma School of Library Science, 1967), p. 11.

In order to define the school library media director's position in the school 'chain of command', a position description should be developed. Position/job descriptions help to

1. Facilitate recruitment, selection, and placement
2. Point up overlapping and duplication of functions
3. Provide a basis for compensation planning
4. Enable personnel to understand their duties and responsibilities
5. Clarify organizational relationships
6. Determine staffing adequacy
7. Minimize neglect of established responsibilities
8. Make planning for in-service programs more effective
9. Provide a basis for budgeting personnel needs
10. Make the task of supervision more realistic
11. Make available information for decisions relating to transfer and promotion
12. Furnish a guide for appraisal of personnel performance²⁴

The position guide/job description for administrative staff should include

1. The position title
2. Primary function(s)
3. Illustration of key duties
4. Qualifications
5. Organizational relationships²⁵

Position Title

The multi-unit library supervisor may operate under a number of titles. Perhaps the title of School Library Media Director is preferable to many, for it implies assumption of responsibility for other divisions of work for which the titles may also vary from system to system.²⁶

²⁴W. B. Castetter, Administering the School Personnel Program, (New York: Macmillan, 1952), p. 119.

²⁵Ibid., pp. 126-127.

²⁶Laughlin, op. cit., p. 4.

School library supervisor, coordinator of instructional materials, and library consultant are sub-titles often used in a large system to break down the work load. However, the chief responsibility for the entire library program is under one person, the school library media director.²⁷

A job description for the director of school libraries did not appear in the 1966 Occupations in the Field of Library Science. The School Library Supervisors Directory, published in 1966 (second edition; 1967), provided an insight into the scope of the position in the world of work, but included no formal statement of duties or qualifications.²⁸

Primary Function(s)

Goals/functions of the school library media director are:

To extend awareness of social trends which shape and reshape the curriculum, constantly modifying the role of the school library media center.

To appraise achievements and to establish long and short term goals.

To provide personnel, print and nonprint media, equipment, and facilities on district and attendance center levels comparable to those described in the 1975 AASL/AECT Media Programs: District and School.

To supply centralized services, such as technical processing, instructional media production, film library, and CATV to support building-level media center programs.

To initiate leadership in media orientation and in-service.

To cooperate with all types of libraries in sharing resources and promoting programs in order to provide total community library services.²⁹

²⁷ Ibid.

²⁸ Laughlin, loc. cit.

²⁹ M. Sullivan, Kansas Guidelines for the Supervision of School Library Media Programs, (Emporia, Kansas: Kansas State Teachers College, 1972), p. 2.

Illustrations of Key Duties

Key duties of the school library media director, as set forth by the Kansas SLMDs and published by the Kansas State Department of Education, include:

1. Develop and interpret the effective library media program which implements the educational philosophy and goals of the school system.
2. Act as a consultant and share in the decision-making process in areas pertaining to library media programs.
3. Exert leadership in working with other administrators and the community on immediate and long-range improvements of instruction.
4. Serve on curriculum committees and participate in curriculum development.
5. Write job classifications and descriptions, as well as guidelines for school library media personnel.
6. Make recommendations and assist the personnel office in the recruitment, selection, and placement of library media personnel.
7. Develop, allocate, and administer the budget for school library media services.
8. Establish procedures with the business office relating to district library purchases and operations.
9. Plan and administer central processing of library media, both print and non-print.
10. Provide for the adoption of a written selection policy and for cooperative evaluation and selection of materials by library media personnel, teachers, and curriculum specialists, and administrators.
11. Promote optimum utilization and integration of materials.
12. Establish orientation procedures and provide in-service education for library media personnel.
13. Aid in planning orientation and in-service education for district personnel.
14. Encourage experimentation, creative expression, research and evaluation related to the school library media program.
15. Maintain a professional library media center and provide for the dissemination of significant educational information.
16. Pursue opportunities for continuing education through active participation in professional organizations.
17. Offer guidance and encouragement to staff members through school visits and conferences.
18. Participate in formulating the educational specifications and plans for library media centers to be built or remodeled.
19. Submit specifications for furniture and equipment.

20. Accept responsibility for local, state, and national library media reports and surveys.
21. Cooperate with other media centers and libraries in the community and region.
22. Initiate and administer library media programs for federal projects.
23. Provide leadership in production of instructional materials and extend production capabilities of individual schools.³⁰

The Davis and Macon studies both speak to the subject of the role of the school library media director.^{31,32} Similar services are listed in the 1969 Standards for School Media Programs.³³

Qualifications

Qualifications of the school library media director include:

1. A valid teacher's certificate
2. A master's degree
3. A minimum of twenty-four graduate hours of library media education
4. An administrator's certificate, or work toward one (or administrative endorsement-9 semester hours in administration and the endorsement of the chief school administrator)
5. Five or more years of successful school experience which includes time spent both as a classroom teacher and as a media specialist in a school library media center.³⁴

³⁰Sullivan, op. cit., pp. 3-4.

³¹S. A. Davis, "The Role of the School Library Media Director." (Doctoral dissertation, The University of Wisconsin-Madison, 1975) Abstract 57-A, Vol. 37.

³²M. F. Macon, "A Comparison Between the Perceptions of Librarians and Media Specialists of the Services Which Should Be Performed by School Library Media Supervisors in Mississippi." (Doctoral dissertation, Mississippi State University, 1977) Abstract 3853-A, Vol. 38.

³³AASL/DAVI, Standards for School Media Programs, (Chicago: ALA, 1969), pp. 52-56.

³⁴Sullivan, 1976, pp. 3-4.

Organizational Relationships

The organizational relationships of the school library media director might include:

1. Reports to the superintendent of schools
2. Supervises building librarians
3. Supervises building library aides
4. Supervises district office library personnel

In 1974, the Eberhard study compared Kansas elementary school libraries with and without district school media directors. The findings indicated that generally where a District School Media Director has been employed, the library media center personnel were perceived to be more involved in the six areas of service:

1. Educational Program development
2. Administrative and Supervisory
3. Instruction
4. Acquisition and Evaluation
5. Special Services
6. Preparation and Production of Materials³⁵

The general recommendations included this statement:

"Districts with more than two attendance centers should employ a District School Media Director".³⁶

In 1963, the Long study recommended a program for maximum utilization of key personnel responsible for coordinating instruction in the public schools of Coffeyville, Kansas.

³⁵N. C. Eberhard, "A Study of Kansas Elementary School Library Media Centers with District School Media Directors Compared to Elementary School Library Media Centers Without District School Media Directors from 1966-1974." (Doctoral dissertation, Oklahoma State University, 1974) Abstract 6740-A, Vol. 35.

³⁶Ibid.

A few of the statements in this study included:

1. Instructional materials and equipment tends to belong to a certain level and/or school.
2. Equipment is not being utilized to its maximum.
3. Little coordination of textbooks or other instructional materials exists between schools.
4. Supplies, materials, and equipment must be available throughout the system.³⁷

Long made the above study approximately three years before that school district hired a full-time school library media director. The school library media director was not the total answer to the recommendations made in the Long study. It was a step in the direction he seemed to be recommending.

What was the status of Kansas school district library media supervision in 1972?

Of the 311 unified school districts in Kansas during the 1971-1972 school year, only twenty-three had library media directors. Yet Standards for School Library Programs, published by the American Association of School Librarians in 1960, recommends that each district having five or more attendance centers employ a professionally-trained director of the district media program. Presently, Kansas has 133 districts with five or more attendance centers; however, only 17 of these districts employ school library media directors.³⁸

In many of these districts, coordinated library media programs are of recent origin. Previous to the appropriation of federal funds for school media center materials with the enactment of ESEA Title II in 1965, only three Kansas unified districts had hired library directors.

³⁷C. D. Long, "A Recommended Program for Maximum Utilization of Key Personnel Responsible for Coordinating Instruction in the Public Schools of Coffeyville, Kansas", (Thesis, Kansas State University of Pittsburg, 1963), pp. 12-13.

³⁸M. Sullivan, Kansas Guidelines for the Supervision of School Library Media Programs, (Emporia, Kansas: Kansas State Teachers College, 1972), p. 4.

Currently, each of the four largest Kansas districts has more than one certified person involved in media coordination at the system level. However, only eight of the ten largest districts have directors, and only 14 of the largest twenty-five systems employ district library media program directors.³⁹

What was the status of school district library supervision in Kansas in 1976?

Of the 308 unified school districts in Kansas during the 1975-1976 school year, twenty-five had library media directors. In Kansas, it is recommended that each unified school district having five or more attendance centers employ a professionally-trained director of the district library media program. Presently, Kansas has fifteen districts employing full-time library media directors; currently each of the four largest districts have three or more certified persons involved in library media coordination at the system level. Eight of the ten largest districts and thirteen of the twenty-five largest systems employ district library media directors.⁴⁰

An examination of suggested job descriptions for SLMDs clearly indicates that SLMDs are administrators because they primarily perform administrative or supervisory duties. Therefore, a salary schedule for SLMDs needs to be worked appropriately into a salary system for administrators.

³⁹Ibid.

⁴⁰M. Sullivan, Kansas Guidelines for the Supervision of School Library Media Programs, (Topeka: Kansas State Department of Education, 1976), p. 1.

CHAPTER III

METHOD

The purpose of this chapter is to describe the subjects, the instrument, and the procedures used in the study to gather salary and related information for the SLMDs in Kansas.

Description of Subjects

The sample for this investigation was all of those twenty-four persons designated as full-time school library media directors in the school districts in Kansas. Any SLMD reporting fifty percent to one-hundred percent of contract time devoted to the position of SLMD will be included in this study. The SLMD requirements include:

1. A valid teacher's certificate
2. A master's degree
3. A minimum of twenty-four graduate hours of library media education
4. An administrator's certificate, or work toward one (or administrative endorsement-9 semester hours in administration and the endorsement of the chief school administrator)
5. Five or more years of successful school experience which includes time spent both as a classroom teacher and as a media specialist in a school library media center.

The names and addresses of the school library media directors of Kansas was provided by the Kansas State Department of Education.

Description of Instrument

A salary survey for superintendents, assistant superintendents, principals, and assistant principals is used each year by the Kansas

Association of School Boards (KASB). The KASB instrument was used as the basis for the data-gathering instrument for this study. The salary survey proved valid for a similar study of the above-mentioned administrators and was assumed to be valid for retrieving the same information for the school library media directors. The KASB instrument is located in appendix A.

A supplement page was added to the above-adapted instrument to retrieve added information pertaining to the SLMD. Specifically, the supplement retrieved additional information concerning salary, educational level, certification level, support personnel, and job description for the SLMD. A copy of the supplement page is located in appendix B.

Procedure

The survey questionnaire and the supplement was mailed with a cover letter to the office address of every person listed as a full-time SLMD by the Kansas Department of Education. The first mailing was November 10, 1978. A follow-up was done at the March 23, 1979 meeting of the school library media directors of Kansas.

Data analysis began in July, 1979. When applicable, the results were tabulated in graph form similar to the graphs used in the KASB Research Bulletin 1977-1978, No. 3, November, 1977. Results were tabulated to include the following information about the SLMD:

1. USD enrollment--range and median
2. Age--range and median
3. Support staff--range and median
4. Total years in all districts as SLMD--range and median

5. Years in present position--range and median
6. Years as librarian other than SLMD in district--range and median
7. Years as certified employee in district--range and median
8. Age when first became SLMD--range and median
9. Annual contracted salary (before deductions)--range and median
10. Percent of time devoted to position of SLMD--range and median
11. Length of annual contract in months--range and median
12. Median salary for all SLMDs responding to the survey as compared with total district-wide enrollment
13. Median SLMD salaries for those SLMDs having a master's, specialist's, or doctorate degree as compared to district-wide enrollment
14. Median salaries for school SLMDs compared to years in present position
15. School library media directors' salaries for those school library media directors having a master's, specialist's, or doctorate degree as compared to years in present position.

Tabulation of results on the supplment page was according to frequency or percentage of responses.* Items to be tabulated in this manner included:

1. How is your salary computed (check all that apply)
2. If you have a master's degree, what was the major field
3. Certification (check all that apply)
4. Support personnel

*Some may come to more than 100% due to more than one response being given.

CHAPTER IV

FINDINGS AND INTERPRETATIONS

The purpose of this chapter is to report and analyze the data retrieved from a questionnaire concerning salaries and related information for full-time Kansas School Library Media Directors (SLMDs) during 1978-1979.

Responding SLMDs were from districts ranging in enrollment from 1,255 to 45,000 students. The average district enrollment for districts with at least one SLMD was 12,085 students, and the median enrollment was 5,797.5 students.

Annual salaries for responding SLMDs ranged from \$13,124 to \$29,700. The overall median annual salary for responding SLMDs was \$19,734, while the overall average annual salary is \$19,839.97. Two responding SLMDs did not answer the salary question.

Table 1 compares monthly salaries for responding SLMDs by USD enrollment FTE (Full-time equivalent), September 15, 1978. The median monthly salary was \$1,804.87, and the average monthly salary was \$1,823.27 for SLMDs in districts having an enrollment of 1000 to 3,999 students. For districts of 4,000 to 7,999 students the median SLMD monthly salary was \$1,900.00, and the average monthly salary was \$1,802.57. For school districts with 8,000 or more students, the median monthly salary for the responding SLMDs was \$2,092.43, while the average monthly salary was \$2,112.88. The overall median monthly

salary for responding SLMDs in all districts was \$1,918.30.

The monthly salary interval, rather than the annual salary, was used because of the differing number of months worked for the annual salary by the various SLMDs. All SLMDs who responded to the salary question had attained the master's degree and no degree beyond the master's. Thus, the four tables dealing with salary have taken into account the length of contract and the educational degree level attained.

Table 1

Salaries for Responding SLMDs by District Enrollment (FTE)

Monthly Salary Interval	District Enrollment		
	1000- 3999	4000- 7999	8000+
\$2400.00			1
2300.00			
2200.00	1		
2100.00			1
2000.00			1
1900.00	2	3	
1800.00			
1700.00		1	1
1600.00	2		
1500.00	1		
1400.00			
1300.00		1	
No response	1		1
Median Salary	\$1804.87	\$1900.00	\$2092.43
Mean Salary	\$1823.27	\$1802.57	\$2112.88

Table 2 shows monthly salaries for SLMDs compared to years in the present position. The overall median years spent in the present position was eleven years. The years spent in the present position averaged nine and two-tenths years.

Table 2

Salaries for Responding SLMDs by Years at Present Position

Monthly Salary Interval	Years at Present Position													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
\$2400.00								1						
2300.00														
2200.00														1
2100.00													1	
2000.00														1
1900.00				1							1	2	1	
1800.00														
1700.00		1										1		
1600.00		1						1						
1500.00										1				
1400.00														
1300.00			1											
No response				1										1
Medians		\$1704.84	\$1381.47	\$1978.00				\$2083.22		\$1538.45	\$1973.40	\$1900.00	\$2078.58	\$2109.09

Table 3 compares monthly salary with length of contract in months. The length of annual contract ranged from nine months to twelve months. The average length of contract was about ten and one-half months. The median length of contract was ten months. The monthly salary range was \$1,381.47 to \$2,475.00. The median salary for each contract length is given at the bottom of Table 3. The higher the monthly salary, the more months the SLMD is expected to work.

Table 3

Salaries for Responding SLMDs by Length of Annual Contract in Months

Monthly Salary Interval	Length of Annual Contract In Months					
	9	9.5	10	10.5	11	12
\$2400.00						1
2300.00						
2200.00			1			
2100.00						1
2000.00					1	
1900.00			4	1		
1800.00						
1700.00				1		1
1600.00	1	1				
1500.00			1			
1400.00						
1300.00		1				
No response			1			1
Medians	\$1691.44	\$1499.74	\$1945.85	\$1876.19	\$2018.18	\$2166.67

Table 4 gives monthly salaries as compared to number of graduate hours beyond the master's degree. The median monthly salary is given for each category of hours. Only SLMDs with a master's degree responded to the salary question. The mode was ten to nineteen hours beyond a master's degree. The overall median fell in the twenty to twenty-nine hour interval. One SLMD reports zero to nine hours, five SLMDs report ten to nineteen hours, two report twenty to twenty-nine hours, four report thirty to thirty-nine hours, and three SLMDs report having forty or more hours beyond the master's degree. According to this table, more hours does not necessarily mean more pay.

Table 4

Salaries for Responding SLMDs by Hours Beyond a Master's

Monthly Salary Interval	Hours Beyond a Master's Degree				
	0-9	10-19	20-29	30-39	40 or more
\$2400.00		1			
2300.00					
2200.00					1
2100.00				1	
2000.00			1		
1900.00			1	2	2
1800.00					
1700.00	1	1			
1600.00		2			
1500.00				1	
1400.00					
1300.00		1			
No response					
Median monthly salary	\$1761.90	\$1691.44	\$1968.24	\$1939.00	\$1990.48

Table 5 pertains to the educational attainment of SLMDs.

In 1978-79, there were 15 master's degrees, 1 bachelor's degree, and 1 doctorate among those SLMDs responding. All participating SLMDs responded to this item.

Table 5

Educational Attainment of Responding SLMDs

DEGREE	NUMBER
Bachelor's	1
Master's	15
Specialist's	0
Doctorate	1

Six SLMDs report they spend at least fifty percent but less than one hundred percent of their time as SLMD. Table 6 reveals how these six SLMDs spend the balance of their time. Three SLMDs were elementary librarians a portion of each day. One SLMD was at home with a child for the other half of each day. One-fourth of one SLMD's time was spent as public relations/district newsletter editor. One SLMD spent fifty percent of the time as an elementary principal.

Table 6

Other Contractual Assignments for Responding SLMDs

OTHER ASSIGNMENTS	PERCENTAGE OF TIME	NUMBER
Elementary School Librarian	20%	1
Elementary School Librarian	30%	1
Public Relations for the District	25%	1
Only works part time - home	50%	1
Elementary Principal	50%	1

Table 7 discusses the ages of the SLMD. This table shows the range of ages of the Kansas SLMD to be thirty-one to sixty-two years. The average age of SLMDs in 1978-79 was about forty-six and one-half. The median age of responding SLMDs was forty-six and one-half years. One respondent to the survey did not answer the age question.

Table 7

AGE OF SLMDs	
Average age of SLMDs	46.56
Range of age of SLMDs	31-62
Median age of SLMDs	46.5

Table 8 discloses data concerning age when the SLMD first became a SLMD. The mean age for becoming an SLMD was about thirty-eight years, the median was thirty-six years of age, and the range in age was twenty-seven to fifty-four years.

Table 8

AGE WHEN FIRST BECAME SLMD	
Average age when first became SLMD	38.35
Range of age when first became SLMD	27-54
Median age when first became SLMD	36

Tables 9, 10, 11, and 12 reflect the longevity of SLMDs in various categories of employment.

Table 9 includes tabulations made from data retrieved from the question concerning the number of years spent in all districts as SLMD. The number of years spent as SLMD in all districts ranged from two to fourteen years. The average number of years was a little over nine years, while the median years in all districts as SLMD was eleven years.

Table 9

YEARS IN ALL DISTRICTS AS SLMD	
Average years in all districts as SLMD	9.3
Range of years in all districts as SLMD	2-14
Median years in all districts as SLMD	11

Table 10 deals with the number of years as SLMD in this district. From the responses, we learn the number of years as SLMD in the present position range from two to fourteen years. The average length of time was nine and two-tenths, while the median was eleven years. Tables 9 and 10 reveal little mobility exists for the SLMD in Kansas.

Table 10

YEARS AS SLMD IN THIS DISTRICT	
Average	9.2
Range	2-14
Median	11

The number of years the SLMD was a librarian other than SLMD in that district ranged from zero to fifteen. The mean was four, and the median was three years. From Table 11, one cannot determine if the six SLMDs who were not librarians in the district before becoming SLMD had no previous experience as a librarian or if they had experience as a librarian elsewhere before coming to the district as SLMD.

Table 11

YEARS AS A LIBRARIAN OTHER THAN SLMD IN DISTRICT	
Average	4
Range	0-15
Median	3

Table 12 deals with the total number of years as a certificated employee in the district. This included years as teacher, librarian, SLMD, and/or any other position in the district requiring certification.

The number of years the SLMD had been a certificated employee in the district ranged from five to thirty years. The total number of years all responding SLMDs reported as being certificated employees in the district amounted to two hundred fifty-seven years. The mean was fifteen years. The median was fourteen and one-half years.

Table 12

TOTAL YEARS AS A CERTIFICATED EMPLOYEE IN DISTRICT	
Average	15
Range	5-30
Median	14.5

Table 13 deals with the anticipated amount to be deducted during 1978-79 from contracted salary for tax-sheltered annuity program. Ten responding SLMDs expected less than \$500 to be deducted. Seven responding SLMDs expected to have \$1,000 or more deducted tax-sheltered annuities.

Table 13

Anticipated Tax Shelter Deducted
From 1978-79 Salary of SLMD

AMOUNT	NUMBER
Zero	5
Less than \$500	5
\$500 to \$749	0
\$750 to \$999	0
\$1,000 to \$1,249	1
\$1,250 to \$1,499	1
\$1,500 to \$1,749	1
\$1,750 to \$1,999	0
\$2,000 to \$2,499	0
\$2,500 or more	3
No response	1

Table 14 shows the fringe benefits the responding SLMD received at district expense. No fringe benefit was received totally free by all the SLMDs.

Less than one-fourth of the responding SLMDs received medical insurance fully paid by the district. Twelve percent of the responding SLMDs reported the district paid full salary protection--disability income, and full dental rider coverage. Six percent reported their professional dues were paid by the district. Forty-one percent of the responding SLMDs reported the district paid their expenses at approved meetings.

Table 14
Benefits Paid By The District - SLMDs*

BENEFITS	FULL	PARTIAL	NO RESPONSE
Medical Insurance	4	7	6
Salary Protection - disability income	2	2	14
Professional Dues	1	2	15
Expenses At Approved Meetings	7	8	2
Civic Club Memberships			17
Dental Rider	2	2	13

*some will be more than 100% due to more than one response

Table 15 displays the transportation arrangements for responding SLMDs of Kansas in 1978-1979. This table shows whether the district provided the SLMD with a district-owned or district-leased car. Also, the table shows how the SLMD is reimbursed for using personal car for school business outside the district and in the district.

Six SLMDs report using a district-owned car while one uses a district-leased car. As for using their personal car on a mileage basis, seven report doing so outside the district, and seven report doing so in the district. Three SLMDs use their personal car on a flat rate per month, and four SLMDs report other transportation arrangements.

During 1978-1979, the mileage paid for using a personal car for school business ranged from thirteen cents per mile to fifteen cents per mile.

Table 15
Transportation Arrangements* - SLMDs

ARRANGEMENTS	AMOUNT	NUMBER
Use district-owned car		6
Use district-leased car - includes driver education car		1
Use personal car on a mileage basis outside district	15¢ per mile	5
	14¢ per mile	1
	13¢ per mile	1
Use personal car on a mileage basis in district	15¢ per mile	7
Use personal car on a flat rate per month	\$55 \$40 \$25	1 each
Other arrangements:		
\$150.00 above salary schedule		1
\$125.00 per semester		1
\$750.00 per year		1
\$400.00 per year		1

*all that apply

Table 16 deals with the issue of a district-subsidized expense account. Fifteen SLMDs do not have a district-subsidized expense account, and two SLMDs did not respond to this item.

Table 16

DISTRICT-SUBSIDIZED EXPENSE ACCOUNT			
I have a personal account subsidized by the district - average budgeted	YES	NO	NO RESPONSE
	0	15	2

Table 17 reveals the length of the contracts for SLMDs.
All reporting SLMDs are serving under a one-year contract.

Table 17

SLMD LENGTH OF CURRENT CONTRACT	
One-Year Contract	17
Two-Year Contract	0
Three-Year Contract	0
No Response	0

As seen in Table 18, of the responding SLMDs, the salary scales for two out of three SLMDs were part of a salary system for administrators.

Table 18

How Is Your Salary Computed? (Check All That Apply)*

RESPONSE	NUMBER
Administrator Scale	11
Teacher Salary Schedule	5
Extra Pay Beyond Nine Months	5

*more than 100% due to more than one answer

Table 19 asked the SLMD to report how the 1978-1979 salary for the SLMD compared with other supervisor(s) in the district. Seven responding SLMDs reported they made the same as other supervisors in

the district. Five SLMDs reported they made less than other supervisors in the district. Three SLMDs state they make more than other supervisors in the district. One SLMD does not know if he makes more or less than other supervisors in the district.

Table 19

How Does Your 1978-79 Salary Compare With Other Supervisor(s)
In The District?

RESPONSE	NUMBER
Same	7
I Make Less	5
I Make More	3
Don't Know	1
No Response	1
Comments Offered:	
Less:	I work half-time/home half-time
Less:	Less time with district
Less:	?????
Less:	Tradition?
Same:	Rate is the same/length of contract varies
More:	Because of experience and duties
More:	More than other supervisors, less than most principals

Table 20 provides information regarding the major field of the SLMDs' master's degree. Seven SLMDs report a major of Library Science. The balance report a major in education with an emphasis in one or more areas, with the exception of one SLMD who does not have the master's degree. One SLMD has two master's degrees.

Table 20

If You Have A Master's Degree, What Was The Major Field?

RESPONSE	NUMBER
Library Science	7
Education	3
Education with emphasis in Library Science	3
Education with emphasis in curriculum and administration	1
Education with emphasis in curriculum, media, and administration	1
Education and Administration	2
No Master's Degree	1
No Response	0

Table 21 deals with specific items which may or may not be listed on the SLMD's teacher or administrator certificate. According to data gathered, fifteen responding SLMDs were certified as library media specialists. Nine SLMDs were certified as supervisor of library media. Seven SLMDs were certified to be elementary principals as well as junior high principals. Four SLMDs were certified to be senior high school principals. One SLMD was certified as principal at all levels and as superintendent, but is not certified as library media specialist or as supervisor of library media. The researcher feels future questionnaires might also ask for certification through an administrator's endorsement because a number of supervisors, library and other, are certified through this procedure. Three SLMDs were certified to be Superintendent of Schools.

Table 21

Certification Of The SLMD (All That Apply)*

CERTIFICATION	NUMBER
Library Media Specialist	15
Supervisor of Library Media	9
Principal Elementary	7
Principal Junior High	7
Principal Senior High	4
Superintendent	3
No Response	1

*over 100% due to more than one response

Table 22 reports the number of schools in the districts with one or more responding SLMDs. Two reports duplicated district information given by another respondent from that same district and could not be included. One SLMD did not complete that portion of the survey. The number of schools in the districts ranged from six to sixty-four, the mean was nineteen and seven-tenths, and the median number of schools in the district was twelve and one-half schools.

Table 22

NUMBER OF SCHOOLS IN THE DISTRICT	
Average	19.7
Range	6-64
Median	12.5

Table 23 speaks to the number of media centers in the districts having a responding SLMD. The range was from six to sixty-four, the median was twelve and one-half, and the mean number was nineteen and six-tenths media centers in the districts having a responding SLMD.

The number of schools in responding districts totaled two hundred seventy-six while the number of media centers totaled two hundred seventy-five.

Table 23

NUMBER OF MEDIA CENTERS IN THE DISTRICT	
Average	19.6
Range	6-64
Median	12.5

Table 24 deals with the number of certified librarians in the media centers of districts having a responding SLMD. The range was from three to sixty-four and two-tenths. The median was over nine, and the mean was over sixteen. The total number of certified librarians in responding districts was two hundred twenty-seven and seven-tenths.

Table 24

CERTIFIED LIBRARIANS IN THE MEDIA CENTERS OF THE DISTRICT	
Average	16.26
Range	3-64.2
Median	9.22

Table 25 deals with the number of library aides/clerks in the media centers of districts having a responding SLMD. The number ranged from one to sixty-five. The mean number was nine and fifty-six hundredths. The median number was five library aides/clerks in the media centers in districts having responding SLMDs.

Table 25

LIBRARY AIDES/CLERKS IN THE MEDIA CENTERS OF THE DISTRICT	
Average	9.56
Range	1-65
Median	5

The responding SLMDs report responsibility for a total library budget of about one and one-half million dollars. Table 26 illustrates the library budget ranged from \$8,400 to \$505,300. The mean of the budgets was \$96,505 and the median budget was \$53,819.

Table 26

TOTAL LIBRARY MEDIA BUDGET FOR WHICH THE SLMD IS RESPONSIBLE	
Average	\$96,505
Range	\$8,400-\$505,300
Median	\$53,819

Table 27 deals with the number of FTE (full-time equivalent) persons to comprise the central office support staff, i.e., assistant SLMD(s), catalogers, clerical staff, etc. The range included one part-time person as support staff up to twenty-six full-time persons and an additional part-time person.

Table 27

FTE PERSONS TO COMPRISE THE CENTRAL OFFICE SUPPORT STAFF (ASSISTANT SLMD(S), CATALOGERS, CLERICAL STAFF, ETC.)	
Average	5.47
Range	.5-26.5
Median	2.8

Table 28 and Table 29 separate the information asked for in Table 27. The information does not tabulate out evenly but is fairly close. Table 27 deals with all types of support staff at the district level whereas Table 28 deals with professional/certified support staff, and Table 29 deals with non-professional/classified support staff at the district level.

Analysis of Table 28 reveals the average number of certified/professional support staff at the district level was about one and one-fourth. The median was one half-time person, and the range was zero to five and three-tenths.

Table 28

NUMBER OF PROFESSIONAL SUPPORT STAFF AT THE DISTRICT LEVEL	
Average	1.27
Range	0-5.3
Median	.5

Table 29 deals with the number of district-level non-professional/classified support staff in the districts with responding SLMDs. The average number was four and thirty-six hundredths. The median number was two and one-half.

Table 29

NUMBER OF DISTRICT-LEVEL CLASSIFIED SUPPORT STAFF	
Average	4.36
Range	.5-21
Median	2.5

Seven SLMDs attached a copy of the SLMD job description. Two SLMDs reported no written job description. Eight gave no response. The researcher is unable to ascertain if the eight do not have a job description or just failed to include it with the questionnaire.

Eight SLMDs attached a copy of the most recent salary schedule for the school district. Seven SLMDs did not respond to the request that a copy of the most recent salary schedule be returned with the questionnaire.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this final chapter is to summarize the procedures and findings of this study. From this information, conclusions can be drawn and recommendations can be made.

Summary

The problem investigated was the identification of salaries and related information for Kansas School Library Media Directors. The information is needed to facilitate decision making on the part of the chief school administrators and boards of education. Guides to good salary administration for supervisors were explored. The literature on recommended salary systems for administrators and supervisors in school systems was examined and reported.

Information was gathered through a survey questionnaire sent to those twenty-four persons designated as full-time SLMDs of the school districts in Kansas during 1978-1979. Results were tabulated, giving range, mean, and median.

The following includes information from those SLMDs who responded to the survey and who reported fifty percent or more of their time as being spent as School Library Media Director.

ANNUAL SALARIES

Range	\$13,124.00 to \$29,700.00
Mean	\$19,839.97
Median	\$19,734.00 (fell in the 3,000 to 3,999 enrollment range)

MONTHLY SALARIES

Range	\$1,381.47 to \$2,475.00
Mean	\$1,893.53
Median	\$1,918.30 (fell in the 2,000 to 2,999 enrollment range)

DISTRICT ENROLLMENT

Range	1,255 to 45,000
Mean	12,085
Median	5,797.5

SLMD-YEARS IN PRESENT POSITION

Range	2 to 14 years
Mean	9.2 years
Median	11 years

YEARS IN ALL DISTRICTS AS SLMD

Range	2 to 14 years
Mean	9.3 years
Median	11 years

LENGTH OF ANNUAL CONTRACT

Range	9 months to 12 months
Mean	10.47 months
Median	10 months

EDUCATIONAL ATTAINMENT

Bachelor's Degree	1
Master's Degree	15
Doctor's Degree	1

MAJOR FIELD OF MASTER'S DEGREE*

7	Library Science
3	Education
3	Education with Emphasis in Library Science
1	Education with Emphasis in Curriculum and Administration
1	Education with Emphasis in Curriculum/ Administration/Media
2	Education and Administration

*one SLMD has two master's degrees

CERTIFICATION

Library Media Specialist	15
Supervisor of Library Media	9
Elementary Principal	7
Junior High Principal	7
High School Principal	4
Superintendency	3

The following includes information for part-time, as well as for full-time school library media directors. Of the three hundred and seven unified school districts in Kansas during the 1978-1979 school year, thirty-two had library media directors. In Kansas, it is recommended that each unified school district having five or more attendance centers employ a professionally-trained director of the district library media program. (Supra, p. 5) Presently, Kansas has fourteen districts employing full-time library media directors and eighteen districts employing part-time library media directors. Currently, each of the four largest districts have three or more certified persons involved in library media coordination at the district level. Eight of the ten largest districts and fourteen of the twenty-five largest districts employ district library media directors. Twenty-one of the thirty-seven largest school districts employ district library media directors. In other words, eighty percent of the ten largest districts, fifty-six percent of the twenty-five largest districts, and fifty-seven percent of the thirty-seven largest school districts employ district library media directors.

The librarian in charge of the district's entire school library program ranks as an important member of society and in the upper level of school positions. (Supra, p. 14)

If the school library media directors are to fulfill their total role, they should not be under the curriculum director. Rather, the school

library, media director and the curriculum director should have equal status and work together. (Supra, p. 15)

The lines of authority for the SLMD need to be clearly stated, in each school district, as to the relationship to the superintendent, assistant superintendent, other district personnel, as well as the building librarians, library aides, and principals.

The SLMDs have many and varied duties and responsibilities. These duties and responsibilities need to be stated, in writing, in the form of a position/job description. Some SLMDs report "no job description", just "get the job done."

On the whole, the SLMDs of Kansas appear to be well trained. In the state of Kansas, in 1978-1979, fifteen responding SLMDs had master's degrees. The one SLMD with the bachelor's degree was a part-time assistant to a master's degree level SLMD who was certified in library and administration at all levels. One responding SLMD had a doctorate degree.

The salary scales for two out of three SLMDs were part of a salary system for administrators. (Supra, p. 38)

Conclusions

One goal of the study was to gather and synthesize information regarding the Kansas SLMDs during 1978-1979. The information was to include but not be limited to salary, district enrollment, experience, and educational level attained. The information was gathered, and most of it was useful.

Another goal of this study was to initiate a procedure for building a base of information over a period of time to facilitate decision making. As a start, the model used was that used for

superintendents by the Kansas Association of School Boards. This has been done, and the supplemental instrument will be adjusted to provide additional precise information pertinent to the Kansas SLMD profile in evaluating the systems for setting SLMD salaries.

Goal number three was to explore in the literature to find criteria for decisions regarding these salaries that might be worth serious consideration as models for an equitable salary system for the administrator and supervisor of a school district into which the salary schedule for the SLMD must be satisfactorily integrated. This has been done, and satisfactory models have been located which could readily be adopted for setting equitable salaries for SLMDs.

Recommendations

To reach a conclusion as to whether Kansas SLMDs do, or do not, receive compensation commensurate with the work they do, the salaries and the job descriptions of SLMDs and others in that district need to be compared. Then, these need to be compared with like jobs, length of contract, enrollment, education, and experience of persons in these positions in other districts. In each district, the salary of the SLMD should be adjusted upward accordingly, if necessary.

Subsequent questionnaires should ask if the SLMD does, or does not, have a job description. If a job description does exist, it should be attached to subsequent questionnaires.

Subsequent questionnaires should also ask if an organizational chart exists for the district. This is needed to determine line and staff relationships. If an organizational chart does exist for that district, the organizational chart should be attached and returned with subsequent questionnaires.

The present questionnaire does not include some of the important information that was listed as recommended SLMD duties in Chapter II of this study. Therefore, the new questionnaire might well include questions taken directly from the recommended duties and responsibilities for SLMDs. Perhaps the questionnaire should list each duty and ask the SLMD to agree, or disagree, as to whether this is a duty of the SLMD in that district.

Future studies should tailor the questionnaire to the interests pertinent to the profile of the Kansas SLMD. Future surveys of SLMD salary-related data, therefore, might include items attempting to gather data pertinent to the questions and statements below:

1. How can we measure and report regularly the varying degrees of difficulty and responsibility that SLMDs are asked to assume on their individual jobs?
2. Each report should include information regarding the maximum salary currently earned among the librarians supervised.
3. Is this a secure position? During a given year, was the SLMD at a given district replaced because of dissatisfaction by the SLMD or the supervisor of that position or other reasons?
4. What new programs or procedures have been initiated during the past year (as an indication of creative leadership)?
5. Is the salary schedule for the SLMD position keyed to relatively objective criteria, or is there obvious room for bargaining?
6. Does the salary schedule provide regular increments for ordinary satisfactory service?
7. How does the salary schedule for the SLMD in this district compare with that for specific other administrative positions within the district?

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APPENDIX

APPENDIX A

SLMD SALARY SURVEY OF SCHOOL LIBRARY MEDIA DIRECTORS
IN UNIFIED SCHOOL DISTRICTS, 1978-79 (THIS YEAR)Return to: Mary Jo Poed, SLMD
615 Ellis/Box 564
Coffeyville, Ks. 67337SLMD
USE:

GENERAL:

- 3 - 5 _____ USD Number
- 6 - 10 _____ Estimated USD enrollment FTE (Full-time equivalent), 9-15-78
- 11 - 12 _____ School Library Media Director's (SLMD's) age
- 13 - 14 _____ Number of FTE persons to comprise the central office support staff, i.e., assistant SLMD(s), catalogers, clerical staff, etc.
- 15 - 16 _____ Total years in all districts you served as a School Library Media Director

LOCAL DISTRICT INFORMATION ABOUT SCHOOL LIBRARY MEDIA DIRECTOR:

- 17 - 18 _____ Total years as SLMD in present position in district.
- 19 - 20 _____ Total years as a librarian other than SLMD in district.
- 21 - 22 _____ Total years as a certified employee in district.
- 23 - 24 _____ Age when first became school library Media director.

CONTRACT:

- 25 _____ Length of term of current contract (1, 2, or 3 year contract) (not years remaining on current contract)
- 26 - 30 _____ Annual contracted salary (Salary before deductions)
- 31 _____ Anticipated amount to be deducted during 1978-79 from contracted salary for tax-sheltered annuity program

- | | | | |
|-----------|---------------------|-----------|---------------------|
| (1) _____ | Less than \$500; | (6) _____ | \$1,500 to \$1,749; |
| (2) _____ | \$500 to \$749; | (7) _____ | \$1,750 to \$1,999; |
| (3) _____ | \$750 to \$999; | (8) _____ | \$2,000 to \$2,499; |
| (4) _____ | \$1,000 to \$1,249; | (9) _____ | \$2,500 or more |
| (5) _____ | \$1,250 to \$1,499; | | |

CONTRACTUAL ASSIGNMENT(S):

- 32 (1) _____ % Time devoted to position of school library media director.

If less than 100%, complete needed items below
Identify blank spaces used

- (2) _____ % High School Librarian;
- (3) _____ % Elementary School Librarian;
- (4) _____ % Classroom Teacher;
- (5) _____ % _____;
- (6) _____ % _____;
- (7) _____ % _____;

(See Page 2)

Page 2

SLMD
USE:EDUCATIONAL ATTAINMENT:

- 33 Check highest degree awarded (1) _____ Bachelor's; (2) _____ Master's;
(3) _____ Specialist's; (4) _____ Doctor's;
- 34 Number of hours completed beyond highest degree awarded (Check one)
(1) _____ 0-9 hours; (4) _____ 30-39 hours;
(2) _____ 10-19 hours; (5) _____ 40 or more hours
(3) _____ 20-29 hours;

TRANSPORTATION ARRANGEMENTS: (CHECK AND COMPLETE ALL THAT APPLY)

- 35 (1) _____ Use district owned car;
(2) _____ Use district leased car (includes driver education car);
(3) _____ Use personal car at _____¢ per mile for business outside district;
(4) _____ Use personal car at _____¢ per mile for business in district;
(5) _____ Flat rate per month (\$ _____);
(6) _____ Briefly describe any other arrangement _____

BENEFITS PAID BY THE DISTRICT: (check all that apply)

- | | | | |
|----|-----------------|-------------------|---------------------------------------|
| 36 | (1) _____ Full; | (2) _____ Partial | Medical insurance; |
| 37 | (1) _____ Full; | (2) _____ Partial | Salary protection (disability income) |
| 38 | (1) _____ Full; | (2) _____ Partial | Professional dues; |
| 39 | (1) _____ Full; | (2) _____ Partial | Expenses at approved meetings; |
| 40 | (1) _____ Full; | (2) _____ Partial | Civic club memberships; |
| 41 | (1) _____ Full; | (2) _____ Partial | Dental rider |

FILL IN BLANKS:

- 42 Yes _____ No _____ I have a personal expense account subsidized by the district
(1) (2)

- 44 - 47 \$ _____ Amount annually budgeted in expense account, if any

LENGTH OF ANNUAL CONTRACT IN MONTHS (Check one)

- 65 - 66 _____ 9 months _____ 11 months
_____ 10 months _____ 12 months

- 95 - 96 SLMD

APPENDIX B

SLHD Survey - 1978-79-Supplement

USD Number _____

SLHD

USE:

- 1) How is your salary computed (check all that apply)
 - a) _____ Teacher's salary schedule; _____ Year salary schedule was adopted
 - b) _____ Administrator scale; how is that computed _____
 - c) _____ Supplementary pay for supervisory responsibility; computed _____
 - d) _____ Extra pay beyond 9 months; computed _____
 - e) _____ Other _____
- 2) How does your 1978-79 salary compare with other supervisor(s) salaries in the district: _____ same; _____ I make less; _____ I make more; why _____
- 3) If you have a masters degree, what was the major field
 - a) _____ Library Science
 - b) _____ Education with emphasis in Library Science
 - c) _____ Education
 - d) _____ Other: _____
- 4) Does your certificate include (check all that apply)
 - a) _____ Library Media Specialist;
 - b) _____ Supervisor of Library Media;
 - c) _____ Principal Elementary;
 - d) _____ Principal Jr. High;
 - e) _____ Principal Sr. High;
 - f) _____ Superintendent
- 5) Number of schools in your district: _____
- 6) Number of media centers in your district _____
- 7) Number of certified librarians in the media centers of your district FTE _____
- 8) Number of Library aids/clerks in the media centers of your district FTE _____
- 9) Total library media budget you are responsible for as SLHD _____
- 10) At the district level, number of professional support staff you have FTE _____
- 11) At the district level, number of non-professional/classified support staff you have FTE _____
- 12) _____ I have attached a copy of my job description
- 13) _____ I have attached a copy of the most recent salary schedule for my district

Return to: Mary Jo Reed, SLHD
 615 Ellis, Box 564
 Coffeyville, Kansas 67337